ROLL OF STUDY HABITS ON ACADEMIC ACHIEVEMENT OF DIFFERENT STREAMS OF B.ED., STUDENTS

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Abstract

*In the era of globalization and technological revolution, education plays vital role in the acquisition of knowledge and skills that enable a person to increase the productivity of the nation and improve the quality of life. The social and economic development of a country is linked with student academic performance. The student performance plays an important role in producing best quality graduates who will become great leaders and give manpower for a country thus are responsible for the country's economic and social development. (**Ali et. al., 2009**). The present study was carried out to determine the role of study habits on academic achievement of B.Ed. students of different streams. A sample of 400 B.Ed. students was taken from two govt. colleges and two private colleges of Bhiwani and Palwal district. Results indicate that a positive correlation exists between academic achievement and study habits, science students are better than commerce and arts students in their study habits. Female science students are even better than male science students. A students learning is determined by the grade a student earns for a period of learning. Greater the grade of the student means that the student has learned a lot and hence, greater the academic achievement of the student. Academic achievement of the student is not related with only one variable. Academic achievement of the student is also related with age, year level, parents' educational attainment, social status, number of siblings, birth order, IQ, gender, study attitude and study habits. Personal and environmental factors are responsible for academic achievement. Many studies say that learning is better acquired and mastered as soon as the learner attends to it. Gestalt psychology mentions the Law of Proximity referring to the way in which he tends to form groups according to the way they are spaced, with the nearer one's being grouped together (**Tria. et. al., 1998**). As applied to learning, this refers to the closeness in space or in time. Further more, it explains why it is easier to remember recent events and hence more easily joined with the interest of the present in a common, Gestalt (**Tria. et.al., 1998**). In learning process, immediate and continuous drill work tend to enhance better academic achievement.*

Various methods and techniques used by the teachers in the class-room enhance the learning. Repetition of topic in class also enhances remembering and learning. Law of Exercise given by Thorndike supports that more frequent connection between a situation and response, stronger is the learning. When the connection between response and situation is not used frequently, the strength of connection formation is weakened. Those students who develops regular and scheduled study hours and follows specific methods of studying, proves to have better academic result.

Marie Jean and **Mendezabal N** found that unfavourable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. The participants also demonstrated unfavorable attitudes toward teachers' classroom behaviour and methods. Work method, learning skills and study skill and time management always lead to good academic achievement of the students. All these factors are correlated with each other. When there is proper co-ordination among these variables for a sustainable period of time it always enhances the learning of the students.Hence, greater the learning of a student, more the academic achievement.

NEED OF THE STUDY: There are large number of students who have good potential but are unable to perform better in academics. For them, there is need of regular and scheduled study periods and following certain methods in studying proves to have better academic achievement. A behaviour that is stimulated over regular periods will tend to be repeated leading to habit formation. A good student with stimulation, concentration and comprehension can perform better to achieve academic goals.

OBJECTIVES OF THE STUDY:

1. To find out the difference in the study habits of male and female students in arts, science and commerce stream.

2. To find out the difference in the study habits of male students in arts, science and commerce stream.

3. To find out the difference in the study habit of female students in arts, science and commerce streams.

HYPOTHESES: The following null hypotheses were framed for the study:

1. No significant difference exists between study habits of male and female students.

2. No significant difference exists between study habits of male students in arts, science and commerce stream.

3. No significant difference exists between study habits of female students in arts, science and commerce stream.

METHODOLOGY: The study has been conducted through normative testing survey method and the cross sectional approach has been followed:

SAMPLE: Two districts, Bhiwani and Palwal were selected to administer the study habits Inventory. It was planned to select two private B.Ed. colleges, each having strength of 200

students and one govt. B.Ed. college and one govt. aided B.Ed. college with 50 students in each college. Out of these colleges 400 students were selected randomly i.e. 195 science, 185 arts and 20 commerce students. There were 80 urban, 320 rural, 81 govt. college, 319 private college, 145 English medium, 255 Hindi medium, 333 female and 67 male students selected randomly for the study.

TOOL USED: 'Study habits inventory' developed and standardized by M. Mukopadhyaya and D.N. Sansanwal (1971) was used to collect data from the B.Ed. students. It has nine areas to measure the study habits of students.

PROCEDURE: The present study was designed to measure the study habits of B.Ed. college students of Bhiwani and Palwal district. Study habits inventory was administered on these students as per the direction given in the manual. Scores so obtained were analyzed to get mean, SD and 't' value.

RESULTS AND DISCUSSION:

A comparison of the study habits of male and female B.Ed. students of different streams was made to test the significant difference in their study habits.

Table-1: Comparison of study habits of male and female B.Ed. students of different streams.

Variable	Sample size	Mean	SD	CR
Male Arts	26	173.24	10.22	
Female Arts	159	176.25	9.81	1.81*
Male science	37	180.27	7.23	
Female science	158	182.31	10.95	1.385*
Male commerce	4	177.82	2.72	
Female commerce	16	179.25	3.23	.906*

* Significant at .05.

Table-1 reveals that scores of mean for female arts students is slightly higher than male arts students. The C.R. value is 1.81 which smaller than table value at .05 level (1.96). Hence, it shows no significant difference in the study habits of male and female arts students. Mean score of female science students is slightly higher than male science students. C.R. of male and female science students is 1.385 which is smaller than table value at .05 level (1.96). It shows that the hypothesis "there is no significant difference exists between male and female science students" is accepted. Academic performance of both science male and female science students are found to be equal. From the table-1 it is clear that mean score of female commerce students is 179.25 which is slightly higher than male students. C.R. value is .906

which is smaller than table value at .05 (1.96). Hence, the hypothesis, "there is no significant difference exists between male and female science students" is accepted.

Table-2 shows that mean score of academic achievement of female student is 463.05 while that of male is 455. Hence, female students score more marks in B.Ed examinations as compared to male students. It reflects that female students have better study habits.

Table-2: Academic achievement of male and female B.Ed. students.

Variable	Sample size	Mean
Male	67	455
Female	333	463.05

Table-3 reveals that mean score of study habits of science is 180.27 which is greater than male arts students (173.24). It reflects that study habits of male science students are better than male arts students. C.R. for male arts and science students is 1.28 which is smaller than table value at .05 level (1.96).

Table-3: Comparison of study habits of male students of different streams.

Variable	Sample size	Mean	S.D.	C.R.
Male arts	26	173.24	10.22	
Male science	37	180.27	7.23	1.28*
Male science	37	180.27	7.23	
Male commerce	4	177.82	2.72	1.661*
Male commerce	4	177.82	5.72	
Male arts	26	173.24	10.22	1.59*

* Significant at .05 level.

It is evident from table -3 that mean score of study habit of science students is 186.27 while that of commerce students is 177.82 which is slightly lesser than science students. It reflects that study habits of science students are slightly better than commerce students. C.R. value of science and commerce students is 1.661 which is smaller than table value at .05 level (1.96). Hence the hypothesis, "no significant difference exists between male science and commerce students" is accepted. Mean score of male commerce students is 177.82 which is slightly higher than male arts students (173.82). It reflects that commerce male students have higher study habits as compared to male arts students. From table-3 it is observed that the value of male commerce and arts student is 1.59 which is even smaller than the table value at .05 level (1.96). Hence the hypothesis, "no significant difference exists between male commerce and arts students" is accepted.

Table-4: Comparison of study habits of female students of different streams.

Variable	Sample size	Mean	S.D.	C.R.
Female arts	159	176.25	9.81	
Female science	158	182.31	10.95	5.197*
Female science	158	182.31	10.95	
Female commerce	16	179.25	3.23	2.577*
Female commerce	16	179.25	3.23	
Female arts	159	176.25	9.81	2.67*

* Not significant at .05 level.

Table-4 shows that mean score of female science students (182.31) is slightly higher than female arts students (176.25). It reflects that female science students have proper time management and learning skill as compared to female arts students. It is generally observed that female science students have greater academic achievement than female arts students. From the table-4, it is clear that CR value is 5.197 which is not significant both at .05 level (1.96) and at .01 level (2.60). Hence, the hypothesis, "no significant difference exists between female science and arts students" is rejected. Female science students have better learning and time management skills, therefore, their academic achievements were found to be better than female arts students. (ii) Table-4 reveals that mean score of female science students is 182.3 which is slightly greater than female commerce students (179.25). It indicates that study habits of female science students are better than female commerce students. CR value is 2.57 which is greater than table value at .05 level (1.96) and smaller than at .01 level (2.60). It reflects that the hypothesis, "no significant difference exists in study habits of female science and commerce students" is partially accepted. (iii) it is clear from the table-4 that mean score of study habits of female commerce student is 179.25 which is slightly higher than female arts students. It shows that female commerce students have good management of time and learning skills. CR value of commerce and arts female students is 2.67 which is greater than table value at .05 level (1.96) and at .01 level (2.60). Hence the hypothesis, "no significant difference exists between female commerce and arts students" is rejected. It shows that significant difference exists between arts and commerce female students.

Table-5: Relationship between academic achievement and study habits of B.Ed. students of different streams.

Variable	Correlation
Study habits	
Academic achievement	.57

Table-5 reveals that Pearson's product moment coefficient of correlation is 0.57. It reflects that a positive correlation exist between study habits and academic achievement. It shows that by inculcating good study habits among students, teachers can improve the results of their subjects.

EDUCATION IMPLICATIONS: Stress should be given on the following points: (i) Students should organize home-work, tests and extracurricular activities and review items, both at the beginning and end of the day to stay on track. (ii) Students should not have any surprises when it comes to how and what they will be graded on. (iii) Helping in providing a quiet, well-lit, low traffic space for study time. Institute a "communication blackout" policy with no cells phones/social media allowed until schoolwork is done. (iv) Develop a study plan. (v) Encourage your child to think positively and avoid catastrophic thinking.(vi) Creates study group when they are struggling to understand a concept / assignments. (vii) Practice active listening by concentration and avoid distractions when an instructor is presenting. (viii) Review test-taking strategies by managing stress during exams. (ix) Help your student to practice active reading by asking him to note the main idea of each passage. (x) Look to the future.

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